

Idaho Adult Basic Education

Professional Development Standards

Local programs should plan their professional development activities so that they improve the program performance and support the state in meeting these standards.

When considering training and PD plans, programs should consider the recommendations and standards below, taken from the Association of Adult Professional Developers (AAPD).

1. Adopt beginning professional development standards for Idaho's Adult Basic Education (ABE) Program.
 - **Standard 1:** Orientation for Teachers New to Adult Basic Education.
All teachers new to adult education should have an orientation to teaching in the field of adult basic education within at least the first six months of their teaching. [refer to Association of Adult Professional Developers (AAPD) recommend Standard 1. Rationale: Smith and Hofer (2003)].
 - **Standard 2:** Professional Development Plans.
All teachers should have PD plans, and programs should be monitored to see that these are real and meaningful to teachers and to the program [refer to AAPD Standard 3 Rationale: Smith et al (2003)].
 - **Standard 3:** Paid Professional Development Release Time
Each program should be funded such that all practitioners are paid for participating in professional development. [refer to AAPD Standard 4. Rationale: Smith et al (2003)].
2. Adopt a consistent professional development plan that meets federal requirements, state monitoring responsibilities, regional needs, teacher professional development goals, and are fiscally feasible.

Training	New ABE Personnel	Experienced ABE Personnel
*required		
New Teacher Orientation	<u>Option 1</u> Face to face training including an overview of the following topics: NRS, database assessment & goal setting, TABE, CASAS forms, DL, GED, HSE, Instruction, ABE flow chart, ESL/ABE/ASE, acronyms, etc.	

	<p>Available:</p> <ul style="list-style-type: none"> • Boise area - twice annually • CSI – 1 or 2 times annually as needed • ISU, EITC, LCSC, NIC – annually <p><u>Option 2</u> DVD highlights of face-to-face orientation including packet. Use for regional practitioners who begin midyear after annual training (prepared by regional and state PD specialists).</p>	
NRS*	<p>Prepared by state PD coordinator in consultation with regional PD representatives. Questions in packet to be answered and then discussed with assigned NRS lead. Completions (name & date) submitted to state PD coordinator. Packet with answers kept in individual personnel PD files in region.</p>	<p>2nd year <u>NRS Online</u> State approved segments. Certificates kept in regional files. Completions submitted to state PD coordinator. 3rd year <u>NRS updates online</u> Questions to be answered prepared by state PD coordinator. Answers reviewed and discussed in region. Answers kept in region, completions submitted to the state .</p>
Database (IMAS)*	<p><u>Packet & Key Skills Checklist</u> Prepared by state PD coordinator in consultation with regional PD representatives and state director. Monitoring of proficiency of key skills done by region, with documentation of key skills checklist in files. Completions submitted to state PD coordinator.</p>	<p><u>Monitoring Tool</u> Prepared by state PD coordinator in consultation with regional PD representatives and state director. Regions monitor individual staff and faculty for quality data entries. State monitors regions for quality data (see Idaho Assessment Policy).</p>
Assessment & Goal Setting	<p><u>Trained PD Specialist and Regional Staff</u> Overview and specific requirement presentation of assessment policy, why it's important, how it's used, how it affects student outcomes, and how it's monitored by the state.</p>	<p><u>Updates</u> State prepares annual policy updates and provides training on those updates.</p>
TABE*	<p>See approved Idaho Assessment Policy for TABE Training requirements.</p>	<p>See approved Idaho Assessment Policy for TABE Training requirements.</p>

CASAS*	See approved Idaho Assessment Policy.	See approved Idaho Assessment Policy.
Distance Learning*	<p>Policy Training <u>Packet</u> Prepared by state PD coordinator. Questions in packet to be answered and then discussed with assigned regional DL lead. Completions submitted to state PD coordinator. Packet with answered kept in individual personnel PD files in region.</p> <p>Instructor Training <u>DL 101 or Packet</u> DL 101 course is completed and documentation submitted to state PD coordinator or packet is completed. Packet is prepared by state PD coordinator. Questions in packet to be answered and then discussed with assigned regional DL lead. Completions submitted to state PD coordinator. Packet with answers kept in individual personnel files in region.</p>	<p>2nd and 3rd year+ Policy Updates</p> <p>State prepares annual policy updates and provides training on those updates.</p>
Content: including math, reading, ESL and others as needed.	<ul style="list-style-type: none"> • Individual regions pursue content training through associated institutions. • State provides an online resource guide to assist in planning and implementing a variety of content training. • Programs will plan content area training according to the needs within their region. The state will support content training that promotes improved student outcomes and quality instruction. • Trainings funded with AEFLA funds must submit training agendas and original sign-in sheets for all training offered. 	<p>Each year one content area will be targeted for state training based on outcome data, identified regional needs and/or state initiatives. The State will also provide research studies or training in areas such as transition, student retention, special needs, etc. Online resources will be identified to assist regions in providing additional content training in a variety of instructional areas.</p> <p>ABE programs should also explore training availability through their Community colleges and universities.</p>
Study Circle Facilitators	<p><u>New study circle facilitators:</u></p> <p>Annually provided by a state PD specialist.</p>	<p>2nd and 3rd year+</p> <p>Must be submitted for approval and connect research to practice for the purpose of improving student outcomes.</p>

3. Develop courses that provide continuing education for core PD trainings.

One course, which provides continuing education credits for ABE practitioners is available through the University of Idaho and can be transferred to degree seeking professionals who are pursuing an adult education BA or MA degree. The course is entitled *Instruction of Adult Learners*, and is an adult basic education foundations class that can be substituted for the more general adult education Foundations Class offered in the U of I Adult Education degree program. The U of I has offered this class interchangeable for more specific and relevant information designed for adult basic educators. This is a three credit course. It is taught by one of the Adult Basic Education Directors who has a Masters of Education Degree and an Adult Education degree.

A discussion is initiated with state and local directors to consider future funding for continuing education credits for faculty.